

From: Vankeerbergen, Bernadette
To: [Mughan, Anthony](#)
Cc: [Lam, Pok-Sang](#); [Haddad, Deborah](#)
Subject: International Studies 3350
Date: Tuesday, March 14, 2017 2:53:00 PM
Attachments: [image001.png](#)

Dear Tony,

On Monday, March 6, the SBS Panel of the ASC Curriculum Committee considered a request to offer International Studies 3350 (an existing course with GE Historical Study, GE Social Science--Human, Natural, and Economic Resources, & GE Diversity-Global Studies) 100% in distance learning format.

The Panel unanimously approved the course with 7 contingencies and 2 recommendations. Please find the feedback of the Panel below:

Contingencies:

○ Syllabus:

- Explain how online participation will be evaluated. Page 2 of the syllabus states that students “will receive credit for participating in this collective exercise to follow relevant political developments abroad,” but does not establish specific criteria for participation.
- Students are instructed to “consult the schedule for exact dates” for mini-papers on page 2, but the due dates for mini-papers are not included in the course schedule. The panel would like to see the due dates for the mini-papers in the course schedule.
- Pages 2 and 6 of the syllabus state, “This course can be applied to the three following General Education (GE) categories...” Change this to “This course fulfills the requirements for the following General Education (GE) categories...” Students cannot apply this course to all three categories simultaneously. (Only GE Diversity can overlap with another category). These statements also occur on pages 2 and 5 of in-class syllabus.
- The panel would like to know how exam security will be guaranteed for this course. For instance, are exams timed?

○ Assessment plan:

- Page 2 of the assessment plan defines mastery on the pre- and post- tests as “improving by at least 75 percentage points on an assignment.” The

panel would like to know how this will be calculated. Furthermore, panel would like to see examples of pre- and post- test questions.

- Mini-paper writing assignments are also used as an assessment method, but no sample writing prompts were provided. Please provide sample prompts to show how these writing assignments will be tailored to the GE Expected Learning Outcomes (ELOs).
- Page 2 of the assessment plan mentions a rubric for scoring the writing assignments. Panel would like to clarify if this rubric is the scoring rubric on page 6 of the syllabus. If so, this rubric is not appropriate for GE assessment because is not related to GE ELOs. The assessment plan also states, “Mastery will be defined as receiving at least 75% on an assignment.” Assignment grades are not usually appropriate measures for GE ELO success because other factors other than pure fulfillment of ELOs factor in when giving grades on assignments. Rubrics are the preferred measure for determining GE ELO success.

Recommendations:

○ Syllabus:

- Correct two typos on page 2. One states that there are “four mini-papers, one for each of the *six* blocks.” The second typo says “county-specific” instead of “country-specific.”

○ Assessment plan:

- Page 2 of the assessment plan states that “Only the first two assessment instruments are used to determine the percentage of students who master a particular ELO.” The panel recommends also using indirect assessment to calculate student mastery of ELOs.

I will return International Studies 3350 via curriculum.osu.edu in a minute to enable the unit to address the points above.

Should you have any questions about the feedback above, do not hesitate to contact Pok-sang Lam (faculty Chair of the SBS Panel, cc'd here), or me.

Best,
Bernadette



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